

## Authors' Profiles

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**Stine Albers**, Dr., is an assistant professor of pedagogy and didactics of elementary and primary education at Ludwigsburg University of Education, Germany. She is also head of the Department of Sachunterricht and a member of the Research Committee, making a significant contribution to both teaching and research.

**Bettina Blanck**, Dr., is a professor of social sciences and elementary school education at the Ludwigsburg University of Education, Germany, and a member of various committees and institutes there. With her social science expertise, she contributes to advancing educational processes and democratic participation. Her research interests include promoting deliberation in education from the beginning of learning, dealing with diversity, and developing critical reflective and questioning attitudes among teachers and learners. She has a particular focus on developing the philosophical concept of deliberatively oriented research and fostering an environment conducive to learning in which negatively valued but problem-adequate alternatives are not worthless but are also considered part of knowledge itself.

**Anselm Böhmer**, Dr., is a professor of general education at Ludwigsburg University of Education, Germany. His main areas of research are education in late modernity, diversity, social differences, migration, culturalization, and digital learning environments.

**Stephen Bolaji**, Ph.D., is a research active academic and teaches graduate programs and secondary curriculum humanities units in the Discipline of Education, Faculty of Arts and Society, Charles Darwin University, Australia. Prior to

joining CDU, he was a lecturer at the Department of Educational Foundations and Counselling, Faculty of Education, University of Lagos, Nigeria.

**Karen Cieri** is a senior policy officer within the Northern Territory Department of Education and a graduate student at Charles Darwin University, Darwin. She has a background in psychology and systems change in education. Karen is currently completing doctorate research into collaborative and community-led ways of working.

**Sarah Gaubitz, Dr.**, is an assistant professor of interdisciplinary subject matter education at the University of Erfurt. Department spokesperson for elementary school pedagogy and childhood research.

**Illie Isso** has been working as an academic staff member and program coordinator at the Professional School of Education Stuttgart-Ludwigsburg (PSE) since August 2022. In addition, he has been working as a research assistant at the Ludwigsburg University of Education (LUE) in the DAAD-funded IQ-Lab project since April 2023.

Previously, he was a research assistant at the LUE from April 2021 to September 2022 and was responsible for project management in the DAAD-funded projects DIVA and EUGEN, among others. Since May 2021, he is also a doctoral candidate in history at the Ludwigsburg University of Education. Previously, he completed his teaching degree in history, ethics, technology, and physical education with the first state exam. His research interests include history, education in the context of social inequality, diversity, inclusion, and migration.

**Michael Krüger, Dr.** is coordinator of the International Education Management program (INEMA) at the University of Education in Ludwigsburg. His work focuses on developing learning materials for asynchronous learning environments (project IDEN) as well as teaching organizational learning, quality management, project management and coaching.

**Jon Mason, Ph.D.**, is an Associate Professor in Education with the Faculty of Arts & Society at Charles Darwin University (CDU), Australia, where he lectures and conducts research in the broad area of digital technology in education. Among his academic roles he is also a member of the NT Academic Centre for Cyber Security and Innovation. With a longstanding interest in international collaboration, he also holds adjunct positions at Korea National Open

University and East China Normal University. He serves on several journal editorial boards and has performed editorial roles for international projects and books. His research spans most things where digital technology and learning intersect while also pursuing a keen interest in question formulation, sense-making, and the role of wisdom in education.

**Svenja Meier** is a Ph.D. student, who is doing her research on the Digital and International Virtual Academic Cooperation (DIVA) project. She is a member of the Institute for English at Ludwigsburg University of Education.

**Viktorija Rieber** is an academic staff member at the Institute for Sachunterricht (Science and Social Studies in primary school education) at the Heidelberg University of Education. In addition, she is doing her doctorate in the context of social science teaching at the Ludwigsburg University of Education. Her doctoral research focuses on the promotion of competencies of decision-making in the context of education for sustainable development and civic education. Her research also focuses on conceptualization as a fundamental task of education, philosophy for children and Care Work as an educational topic.

**Götz Schwab**, Dr., is Professor of Applied Linguistics at the Institute of English, Ludwigsburg University of Education, Germany. He worked as a secondary school teacher before starting a career at the university where he received his PhD in 2008. He is currently head of the Institute and coordinates a number of transnational projects (e.g. DIVA, proPIC, ETP, digTED@EU). Götz Schwab has a wide range of research interests including Conversation Analysis for Second Language Acquisition (CA-SLA), Virtual Exchange/telecollaboration and the use of mobile technology, syntax, low achievers and students-at-risk, especially at secondary schools, ELT/FLT methodology in primary and secondary schools as well as Content and Language Integrated Learning (CLIL).

**Chris Spurr** is a trainer, educator and community development practitioner with the Northern Territory Department of Education. He specializes in working with Indigenous people to improve educational standards, provide vocational training and investigate and develop entrepreneurship opportunities. Chris has worked with communities throughout Africa and Australia.

**Beverley Topaz**, Ph.D., is a senior lecturer in the English Department at Kibbutzim College of Education, Tel Aviv, Israel. Her Ph.D. is in Educational Leadership from Leicester University, United Kingdom. Her research interests include initial teacher education, second career teachers, intercultural competencies, online collaborative learning, inclusive education, professional development and educational leadership.

**Lalitha Tripura Sundari**, a former student in the Masters in Global Education program at Charles Darwin University, holds an M.S. in I.T. and an MBA in HR, and her research interests encompass Storytelling, Intercultural studies, Indian diasporic writing, and Gender and women's studies.

**Anja Vocilka** holds a degree in education and is a member of both the Department of Political Science and the Institute of Social Sciences at Ludwigsburg University of Education. She is also involved as a member of the award committee for the Prize of the City of Ludwigsburg.

**Tina Waldman**, Ph.D., is a lecturer and researcher in the Department of English Teacher Training at Kibbutzim College of Education, Tel Aviv, Israel. Her fields of interests include applied linguistics, combining traditional approaches of language teaching with the latest developments in teaching theory, and collaborative online learning research and methodology. Her current research interests address intercultural communicative competence, a multi-disciplinary view of compassion, and social-emotional skills in teacher training. Her recent publications focus on online collaborative learning as a path to teacher's resilience and compassionate development.

**Xirui Wang** is a teacher and an education researcher in Australia. His main research areas are communications, education policies, and digital technologies in education.

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